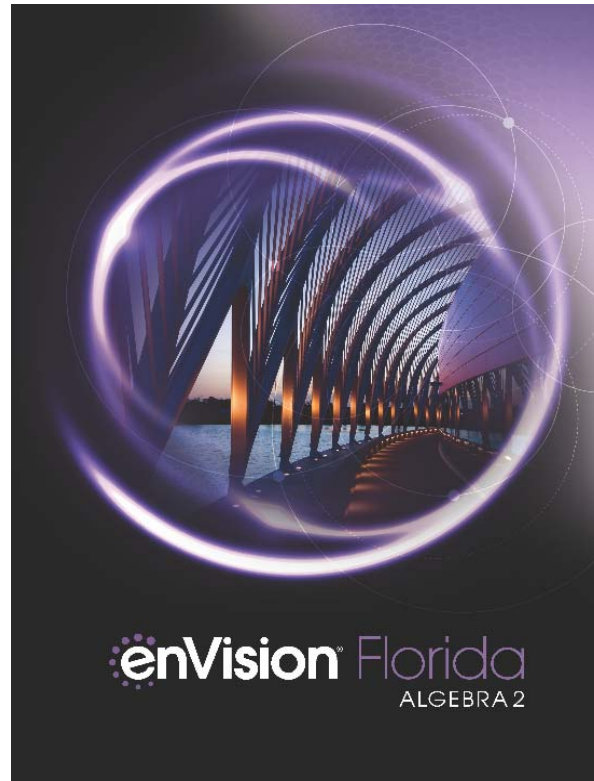


A Standards Alignment of
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Algebra 2, ©2020



To
Florida Mathematics Algebra 2
Course Code 1200330

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

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BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.912.A-APR.1.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	SE: 137–143, Lesson 3-2	TE: 137A–143B, Lesson 3-2
MAFS.912.A-APR.2.2	Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.	SE: 152–159, Lesson 3-4 169–176, Lesson 3-6	TE: 152A–159B, Lesson 3-4 169A–176B, Lesson 3-6
MAFS.912.A-APR.2.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	SE: 76–82, Lesson 2-3 160–167, Lesson 3-5 169–176, Lesson 3-6	TE: 76A–82B, Lesson 2-3 160A–167B, Lesson 3-5 169A–176B, Lesson 3-6

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MAFS.912.A-APR.3.4	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	SE: 144–151, Lesson 3-3	TE: 144A–151B, Lesson 3-3
MAFS.912.A-APR.4.6	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.	SE: 152–159, Lesson 3-4 199–207, Lesson 4-2 208–214, Lesson 4-3	TE: 152A–159B, Lesson 3-4 199A–207B, Lesson 4-2 208A–214B, Lesson 4-3
MAFS.912.A-CED.1.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★	SE: 40–46, Lesson 1-5 47–52, Lesson 1-6 61–67, Lesson 2-1 91–97, Lesson 2-5 222–229, Lesson 4-5 331–337, Lesson 6-6	TE: 40A–46B, Lesson 1-5 47A–52B, Lesson 1-6 61A–67B, Lesson 2-1 91A–97B, Lesson 2-5 222A–229B, Lesson 4-5 331A–337B, Lesson 6-6

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MAFS.912.A-CED.1.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★	SE: 40–46, Lesson 1-5 47–52, Lesson 1-6 61–67, Lesson 2-1 68–75, Lesson 2-2 191–198, Lesson 4-1 253–260, Lesson 5-3 261–269, Lesson 5-4 331–337, Lesson 6-6	TE: 40A–46B, Lesson 1-5 47A–52B, Lesson 1-6 61A–67B, Lesson 2-1 68A–75B, Lesson 2-2 191A–198B, Lesson 4-1 253A–260B, Lesson 5-3 261A–269B, Lesson 5-4 331A–337B, Lesson 6-6
MAFS.912.A-CED.1.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i> ★	SE: 47–52, Lesson 1-6 114–120, Lesson 2-8	TE: 47A–52B, Lesson 1-6 114A–120B, Lesson 2-8
MAFS.912.A-CED.1.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i> ★	SE: 261–269, Lesson 5-4	TE: 261A–269B, Lesson 5-4

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MAFS.912.A-REI.1.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	SE: 222–229, Lesson 4-5 237–244, Lesson 5-1 261–269, Lesson 5-4 325–330, Lesson 6-5 331–337, Lesson 6-6	TE: 222A–229B, Lesson 4-5 237A–244B, Lesson 5-1 261A–269B, Lesson 5-4 325A–330B, Lesson 6-5 331A–337B, Lesson 6-6
MAFS.912.A-REI.1.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	SE: 222–229, Lesson 4-5 261–269, Lesson 5-4	TE: 222A–229B, Lesson 4-5 261A–269B, Lesson 5-4
MAFS.912.A-REI.2.4	Solve quadratic equations in one variable.	SE: 91–97, Lesson 2-5 98–104, Lesson 2-6	TE: 91A–97B, Lesson 2-5 98A–104B, Lesson 2-6
a.	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.	SE: 91–97, Lesson 2-5 98–104, Lesson 2-6	TE: 91A–97B, Lesson 2-5 98A–104B, Lesson 2-6

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b.	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .	SE: 91–97, Lesson 2-5 98–104, Lesson 2-6	TE: 91A–97B, Lesson 2-5 98A–104B, Lesson 2-6
MAFS.912.A-REI.3.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	SE: 47–52, Lesson 1-6	TE: 47A–52B, Lesson 1-6
MAFS.912.A-REI.3.7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. <i>For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.</i>	SE: 114–120, Lesson 2-8	TE: 114A–120B, Lesson 2-8

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MAFS.912.A-REI.4.11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★	SE: 5–12, Lesson 1-1 40–46, Lesson 1-5 114–120, Lesson 2-8 199–207, Lesson 4-2	TE: 5A–12B, Lesson 1-1 40A–46B, Lesson 1-5 114A–120B, Lesson 2-8 199A–207B, Lesson 4-2
MAFS.912.A-SSE.1.1	Interpret expressions that represent a quantity in terms of its context. ★	SE: 68–75, Lesson 2-2 76–82, Lesson 2-3 129–136, Lesson 3-1 160–167, Lesson 3-5 295–302, Lesson 6-1 303–310, Lesson 6-2	TE: 68A–75B, Lesson 2-2 76A–82B, Lesson 2-3 129A–136B, Lesson 3-1 160A–167B, Lesson 3-5 295A–302B, Lesson 6-1 303A–310B, Lesson 6-2
a.	Interpret parts of an expression, such as terms, factors, and coefficients.	SE: 68–75, Lesson 2-2 76–82, Lesson 2-3 129–136, Lesson 3-1 160–167, Lesson 3-5 295–302, Lesson 6-1 303–310, Lesson 6-2	TE: 68A–75B, Lesson 2-2 76A–82B, Lesson 2-3 129A–136B, Lesson 3-1 160A–167B, Lesson 3-5 295A–302B, Lesson 6-1 303A–310B, Lesson 6-2

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b.	Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1 + r)^n$ as the product of P and a factor not depending on P.</i>	SE: 303–310, Lesson 6-2	TE: 303A–310B, Lesson 6-2
MAFS.912.A-SSE.1.2	Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i>	SE: 76–82, Lesson 2-3 105–113, Lesson 2-7 144–151, Lesson 3-3 152–159, Lesson 3-4 160–167, Lesson 3-5 208–214, Lesson 4-3 215–221, Lesson 4-4 245–252, Lesson 5-2 303–310, Lesson 6-2 325–330, Lesson 6-5 331–337, Lesson 6-6	TE: 76A–82B, Lesson 2-3 105A–113B, Lesson 2-7 144A–151B, Lesson 3-3 152A–159B, Lesson 3-4 160A–167B, Lesson 3-5 208A–214B, Lesson 4-3 215A–221B, Lesson 4-4 245A–252B, Lesson 5-2 303A–310B, Lesson 6-2 325A–330B, Lesson 6-5 331A–337B, Lesson 6-6
MAFS.912.A-SSE.2.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★	SE: 76–82, Lesson 2-3 91–97, Lesson 2-5 303–310, Lesson 6-2	TE: 76A–82B, Lesson 2-3 91A–97B, Lesson 2-5 303A–310B, Lesson 6-2
a.	Factor a quadratic expression to reveal the zeros of the function it defines.	SE: 76–82, Lesson 2-3	TE: 76A–82B, Lesson 2-3

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b.	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	SE: 91–97, Lesson 2-5	TE: 91A–97B, Lesson 2-5
c.	Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression \square can be rewritten as $(1.15^{1/12})^{12} \approx 1.012^{12}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i>	SE: 303–310, Lesson 6-2	TE: 303A–310B, Lesson 6-2
MAFS.912.A-SSE.2.4	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. <i>For example, calculate mortgage payments.</i> ★	SE: 338–346, Lesson 6-7	TE: 338A–346B, Lesson 6-7
MAFS.912.F-BF.1.1	Write a function that describes a relationship between two quantities. ★	SE: 31–39, Lesson 1-4 137–143, Lesson 3-2 271–278, Lesson 5-5 279–287, Lesson 5-6 338–346, Lesson 6-7	TE: 31A–39B, Lesson 1-4 137A–143B, Lesson 3-2 271A–278B, Lesson 5-5 279A–287B, Lesson 5-6 338A–346B, Lesson 6-7
a.	Determine an explicit expression, a recursive process, or steps for calculation from a context.	SE: 31–39, Lesson 1-4 137–143, Lesson 3-2 271–278, Lesson 5-5 279–287, Lesson 5-6 338–346, Lesson 6-7	TE: 31A–39B, Lesson 1-4 137A–143B, Lesson 3-2 271A–278B, Lesson 5-5 279A–287B, Lesson 5-6 338A–346B, Lesson 6-7

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b.	Combine standard function types using arithmetic operations. <i>For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</i>	SE: 137–143, Lesson 3-2 271–278, Lesson 5-5	TE: 137A–143B, Lesson 3-2 271A–278B, Lesson 5-5
c.	Compose functions. <i>For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.</i>	SE: 271–278, Lesson 5-5 279–287, Lesson 5-6	TE: 271A–278B, Lesson 5-5 279A–287B, Lesson 5-6
MAFS.912.F-BF.1.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. ★	SE: 31–39, Lesson 1-4 338–346, Lesson 6-7	TE: 31A–39B, Lesson 1-4 338A–346B, Lesson 6-7

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MAFS.912.F-BF.2.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i>	SE: 5–12, Lesson 1-1 13–22, Lesson 1-2 61–67, Lesson 2-1 177–184, Lesson 3-7 191–198, Lesson 4-1 253–260, Lesson 5-3 295–302, Lesson 6-1 319–324, Lesson 6-4 381–389, Lesson 7-4 391–397, Lesson 7-5 398–405, Lesson 7-6	TE: 5A–12B, Lesson 1-1 13A–22B, Lesson 1-2 61A–67B, Lesson 2-1 177A–184B, Lesson 3-7 191A–198B, Lesson 4-1 253A–260B, Lesson 5-3 295A–302B, Lesson 6-1 319A–324B, Lesson 6-4 381A–389B, Lesson 7-4 391A–397B, Lesson 7-5 398A–405B, Lesson 7-6
MAFS.912.F-BF.2.4	Find inverse functions.	SE: 279–287, Lesson 5-6 312–318, Lesson 6-3 319–324, Lesson 6-4	TE: 279A–287B, Lesson 5-6 312A–318B, Lesson 6-3 319A–324B, Lesson 6-4
a.	Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. <i>For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</i>	SE: 279–287, Lesson 5-6 312–318, Lesson 6-3 319–324, Lesson 6-4	TE: 279A–287B, Lesson 5-6 312A–318B, Lesson 6-3 319A–324B, Lesson 6-4
b.	Verify by composition that one function is the inverse of another.	SE: 279–287, Lesson 5-6	TE: 279A–287B, Lesson 5-6
c.	Read values of an inverse function from a graph or a table, given that the function has an inverse.	SE: 279–287, Lesson 5-6	TE: 279A–287B, Lesson 5-6

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d.	Produce an invertible function from a non-invertible function by restricting the domain.	SE: 279–287, Lesson 5-6	TE: 279A–287B, Lesson 5-6
MAFS.912.F-BF.2.a	Use the change of base formula.	SE: 325–330, Lesson 6-5	TE: 325A–330B, Lesson 6-5
MAFS.912.F-IF.2.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i> ★	SE: 5–12, Lesson 1-1 61–67, Lesson 2-1 68–75, Lesson 2-2 129–136, Lesson 3-1 253–260, Lesson 5-3 295–302, Lesson 6-1 391–397, Lesson 7-5 398–405, Lesson 7-6	TE: 5A–12B, Lesson 1-1 61A–67B, Lesson 2-1 68A–75B, Lesson 2-2 129A–136B, Lesson 3-1 253A–260B, Lesson 5-3 295A–302B, Lesson 6-1 391A–397B, Lesson 7-5 398A–405B, Lesson 7-6
MAFS.912.F-IF.2.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble engines in a factory, then the positive integers would be an appropriate domain for the function.</i> ★	SE: 13–22, Lesson 1-2 23–30, Lesson 1-3 295–302, Lesson 6-1	TE: 13A–22B, Lesson 1-2 23A–30B, Lesson 1-3 295A–302B, Lesson 6-1

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MAFS.912.F-IF.2.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★	SE: 129–136, Lesson 3-1 381–389, Lesson 7-4	TE: 129A–136B, Lesson 3-1 381A–389B, Lesson 7-4
MAFS.912.F-IF.3.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★	SE: 5–12, Lesson 1-1 23–30, Lesson 1-3 40–46, Lesson 1-5 61–67, Lesson 2-1 68–75, Lesson 2-2 129–136, Lesson 3-1 191–198, Lesson 4-1 199–207, Lesson 4-2 253–260, Lesson 5-3 295–302, Lesson 6-1 303–310, Lesson 6-2 319–324, Lesson 6-4 381–389, Lesson 7-4 391–397, Lesson 7-5 398–405, Lesson 7-6	TE: 5A–12B, Lesson 1-1 23A–30B, Lesson 1-3 40A–46B, Lesson 1-5 61A–67B, Lesson 2-1 68A–75B, Lesson 2-2 129A–136B, Lesson 3-1 191A–198B, Lesson 4-1 199A–207B, Lesson 4-2 253A–260B, Lesson 5-3 295A–302B, Lesson 6-1 303A–310B, Lesson 6-2 319A–324B, Lesson 6-4 381A–389B, Lesson 7-4 391A–397B, Lesson 7-5 398A–405B, Lesson 7-6
a.	Graph linear and quadratic functions and show intercepts, maxima, and minima.	SE: 5–12, Lesson 1-1 40–46, Lesson 1-5 61–67, Lesson 2-1 68–75, Lesson 2-2	TE: 5A–12B, Lesson 1-1 40A–46B, Lesson 1-5 61A–67B, Lesson 2-1 68A–75B, Lesson 2-2

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b.	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	SE: 23–30, Lesson 1-3 253–260, Lesson 5-3	TE: 23A–30B, Lesson 1-3 253A–260B, Lesson 5-3
c.	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	SE: 129–136, Lesson 3-1	TE: 129A–136B, Lesson 3-1
d.	Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.	SE: 191–198, Lesson 4-1 199–207, Lesson 4-2	TE: 191A–198B, Lesson 4-1 199A–207B, Lesson 4-2
e.	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.	SE: 295–302, Lesson 6-1 303–310, Lesson 6-2 319–324, Lesson 6-4 381–389, Lesson 7-4 391–397, Lesson 7-5 398–405, Lesson 7-6	TE: 295A–302B, Lesson 6-1 303A–310B, Lesson 6-2 319A–324B, Lesson 6-4 381A–389B, Lesson 7-4 391A–397B, Lesson 7-5 398A–405B, Lesson 7-6
MAFS.912.F-IF.3.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	SE: 76–82, Lesson 2-3 91–97, Lesson 2-5 303–310, Lesson 6-2	TE: 76A–82B, Lesson 2-3 91A–97B, Lesson 2-5 303A–310B, Lesson 6-2

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a.	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	SE: 76–82, Lesson 2-3 91–97, Lesson 2-5	TE: 76A–82B, Lesson 2-3 91A–97B, Lesson 2-5
b.	Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{2t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.</i>	SE: 303–310, Lesson 6-2	TE: 303A–310B, Lesson 6-2
MAFS.912.F-IF.3.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i>	SE: 137–143, Lesson 3-2 295–302, Lesson 6-1 381–389, Lesson 7-4	TE: 137A–143B, Lesson 3-2 295A–302B, Lesson 6-1 381A–389B, Lesson 7-4
MAFS.912.F-LE.1.4	For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology. ★	SE: 312–318, Lesson 6-3 325–330, Lesson 6-5 331–337, Lesson 6-6	TE: 312A–318B, Lesson 6-3 325A–330B, Lesson 6-5 331A–337B, Lesson 6-6

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MAFS.912.F-LE.2.5	Interpret the parameters in a linear or exponential function in terms of a context. ★	SE: 295–302, Lesson 6-1 303–310, Lesson 6-2	TE: 295A–302B, Lesson 6-1 303A–310B, Lesson 6-2
MAFS.912.F-TF.1.1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle; Convert between degrees and radians.	SE: 363–373, Lesson 7-2	TE: 363A–373B, Lesson 7-2
MAFS.912.F-TF.1.2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	SE: 374–380, Lesson 7-3	TE: 374A–380B, Lesson 7-3
MAFS.912.F-TF.2.5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. ★	SE: 391–397, Lesson 7-5 398–405, Lesson 7-6	TE: 391A–397B, Lesson 7-5 398A–405B, Lesson 7-6
MAFS.912.F-TF.3.8	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to calculate trigonometric ratios.	SE: 374–380, Lesson 7-3	TE: 374A–380B, Lesson 7-3
MAFS.912.G-GPE.1.2	Derive the equation of a parabola given a focus and directrix.	SE: 105–113, Lesson 2-7	TE: 105A–113B, Lesson 2-7

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MAFS.912.N-CN.1.1	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	SE: 83–89, Lesson 2-4	TE: 83A–89B, Lesson 2-4
MAFS.912.N-CN.1.2	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	SE: 83–89, Lesson 2-4	TE: 83A–89B, Lesson 2-4
MAFS.912.N-CN.3.7	Solve quadratic equations with real coefficients that have complex solutions.	SE: 91–97, Lesson 2-5 98–104, Lesson 2-6	TE: 91A–97B, Lesson 2-5 98A–104B, Lesson 2-6
MAFS.912.N-Q.1.2	Define appropriate quantities for the purpose of descriptive modeling. ★	SE: 413–419, Lesson 8-1 68–75, Lesson 2-2 303–310, Lesson 6-2	TE: 413A–419B, Lesson 8-1 68A–75B, Lesson 2-2 303A–310B, Lesson 6-2
MAFS.912.N-RN.1.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.</i>	SE: 237–244, Lesson 5-1	TE: 237A–244B, Lesson 5-1

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MAFS.912.N-RN.1.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	SE: 237–244, Lesson 5-1	TE: 237A–244B, Lesson 5-1
MAFS.912.S-CP.1.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”). ★	SE: 467–474, Lesson 9-1	TE: 467A–474B, Lesson 9-1
MAFS.912.S-CP.1.2	Understand that two events <i>A</i> and <i>B</i> are independent if the probability of <i>A</i> and <i>B</i> occurring together is the product of their probabilities, and use this characterization to determine if they are independent. ★	SE: 467–474, Lesson 9-1	TE: 467A–474B, Lesson 9-1
MAFS.912.S-CP.1.3	Understand the conditional probability of <i>A</i> given <i>B</i> as $P(A \text{ and } B)/P(B)$, and interpret independence of <i>A</i> and <i>B</i> as saying that the conditional probability of <i>A</i> given <i>B</i> is the same as the probability of <i>A</i> , and the conditional probability of <i>B</i> given <i>A</i> is the same as the probability of <i>B</i> . ★	SE: 475–481, Lesson 9-2	TE: 475A–481B, Lesson 9-2

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MAFS.912.S-CP.1.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. <i>For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</i> ★	SE: 475–481, Lesson 9-2	TE: 475A–481B, Lesson 9-2
MAFS.912.S-CP.1.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</i> ★	SE: 467–474, Lesson 9-1 475–481, Lesson 9-2	TE: 467A–474B, Lesson 9-1 475A–481B, Lesson 9-2
MAFS.912.S-CP.2.6	Find the conditional probability of A given B as the fraction of B 's outcomes that also belong to A , and interpret the answer in terms of the model. ★	SE: 475–481, Lesson 9-2	TE: 475A–481B, Lesson 9-2

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MAFS.912.S-CP.2.7	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model. ★	SE: 467–474, Lesson 9-1	TE: 467A–474B, Lesson 9-1
MAFS.912.S-IC.1.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population. ★	SE: 413–419, Lesson 8-1 420–426, Lesson 8-2 443–450, Lesson 8-5 451–458, Lesson 8-6	TE: 413A–419B, Lesson 8-1 420A–426B, Lesson 8-2 443A–450B, Lesson 8-5 451A–458B, Lesson 8-6
MAFS.912.S-IC.1.2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. <i>For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?</i>	SE: 427–434, Lesson 8-3 443–450, Lesson 8-5	TE: 427A–434B, Lesson 8-3 443A–450B, Lesson 8-5
MAFS.912.S-IC.2.3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★	SE: 420–426, Lesson 8-2	TE: 420A–426B, Lesson 8-2
MAFS.912.S-IC.2.4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★	SE: 443–450, Lesson 8-5	TE: 443A–450B, Lesson 8-5

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MAFS.912.S-IC.2.5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★	SE: 451–458, Lesson 8-6	TE: 451A–458B, Lesson 8-6
MAFS.912.S-IC.2.6	Evaluate reports based on data. ★	SE: 420–426, Lesson 8-2 435–442, Lesson 8-4 443–450, Lesson 8-5 451–458, Lesson 8-6	TE: 420A–426B, Lesson 8-2 435A–442B, Lesson 8-4 443A–450B, Lesson 8-5 451A–458B, Lesson 8-6
MAFS.912.S-ID.1.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★	SE: 427–434, Lesson 8-3 435–442, Lesson 8-4	TE: 427A–434B, Lesson 8-3 435A–442B, Lesson 8-4

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MAFS.K12.MP.1.1	Make sense of problems and persevere in solving them.	<p><i>enVision Florida Mathematics</i> provides numerous instructional opportunities to help students develop proficiency in the math practices. Each lesson begins with an Explore & Reason, Model & Discuss, or Critique & Explain activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Examples of lessons that highlight this practice are given.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">SE: 47-52 61-67 160-167 191-198 303-310 331-337 363-373 413-419 420-426 498-504</td> <td style="width: 50%; vertical-align: top;">TE: 47-52 61-67 160-167 191-198 303-310 331-337 363-373 413-419 420-426 498-504</td> </tr> </table>	SE: 47-52 61-67 160-167 191-198 303-310 331-337 363-373 413-419 420-426 498-504	TE: 47-52 61-67 160-167 191-198 303-310 331-337 363-373 413-419 420-426 498-504
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MAFS.K12.MP.2.1	Reason abstractly and quantitatively.	<p><i>enVision Florida Algebra 2</i> provides scaffolded instruction to help students develop both quantitative and abstract reasoning. Application Examples and exercises require students to abstract from situations and to contextualize their mathematical solutions in context. Reasoning exercises throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.</p> <table border="0"> <tr> <td>SE: 105-113</td> <td>TE: 105-113</td> </tr> <tr> <td>129-136</td> <td>129-136</td> </tr> <tr> <td>137-143</td> <td>137-143</td> </tr> <tr> <td>144-151</td> <td>144-151</td> </tr> <tr> <td>199-207</td> <td>199-207</td> </tr> <tr> <td>245-252</td> <td>245-252</td> </tr> <tr> <td>312-318</td> <td>312-318</td> </tr> <tr> <td>355-362</td> <td>355-362</td> </tr> <tr> <td>427-434</td> <td>427-434</td> </tr> <tr> <td>498-504</td> <td>498-504</td> </tr> </table>	SE: 105-113	TE: 105-113	129-136	129-136	137-143	137-143	144-151	144-151	199-207	199-207	245-252	245-252	312-318	312-318	355-362	355-362	427-434	427-434	498-504	498-504
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MAFS.K12.MP.3.1	Construct viable arguments and critique the reasoning of others.	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In <i>enVision Florida Algebra 2</i>, the Critique & Explain features give students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Construct Arguments exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student’s own processes and those of others. Examples of lessons that highlight this practice are given.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">SE: 5-12 31-39 91-97 98-104 114-120 191-198 261-269 374-380 467-474 483-489</td> <td style="width: 50%; vertical-align: top;">TE: 5-12 31-39 91-97 98-104 114-120 191-198 261-269 374-380 467-474 483-489</td> </tr> </table>	SE: 5-12 31-39 91-97 98-104 114-120 191-198 261-269 374-380 467-474 483-489	TE: 5-12 31-39 91-97 98-104 114-120 191-198 261-269 374-380 467-474 483-489
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MAFS.K12.MP.4.1	Model with mathematics.	<p>Students using <i>enVision Florida Algebra 2</i> attend to the modeling process through the Mathematical Modeling in 3 Acts lessons. In these lessons, students formulate problems based on a situation, make assumptions and define variables, arrive at a solution based on their assumptions, and revise their results in an iterative process that refines and extends their models. Students engage in parts of the modeling process in the Model & Discuss activities found at the beginning of many lessons. Model With Mathematics exercises throughout the program also give students the opportunity to use parts of the modeling process. Examples of lessons that highlight this practice are given.</p> <table border="0"> <tr> <td>SE: 5-12</td> <td>TE: 5-12</td> </tr> <tr> <td>31-39</td> <td>31-39</td> </tr> <tr> <td>68-75</td> <td>68-75</td> </tr> <tr> <td>83-89</td> <td>83-89</td> </tr> <tr> <td>114-120</td> <td>114-120</td> </tr> <tr> <td>237-244</td> <td>237-244</td> </tr> <tr> <td>303-310</td> <td>303-310</td> </tr> <tr> <td>381-389</td> <td>381-389</td> </tr> <tr> <td>483-489</td> <td>483-489</td> </tr> <tr> <td>490-497</td> <td>490-497</td> </tr> </table>	SE: 5-12	TE: 5-12	31-39	31-39	68-75	68-75	83-89	83-89	114-120	114-120	237-244	237-244	303-310	303-310	381-389	381-389	483-489	483-489	490-497	490-497
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MAFS.K12.MP.5.1	Use appropriate tools strategically.	<p>Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools, spreadsheets, graphing calculators, and Desmos tools. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation. Examples of lessons that highlight this practice are given.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">SE: 13-22</td> <td style="width: 50%; vertical-align: top;">TE: 13-22</td> </tr> <tr> <td>40-46</td> <td>40-46</td> </tr> <tr> <td>98-104</td> <td>98-104</td> </tr> <tr> <td>129-136</td> <td>129-136</td> </tr> <tr> <td>169-176</td> <td>169-176</td> </tr> <tr> <td>215-221</td> <td>215-221</td> </tr> <tr> <td>237-244</td> <td>237-244</td> </tr> <tr> <td>338-346</td> <td>338-346</td> </tr> <tr> <td>363-373</td> <td>363-373</td> </tr> <tr> <td>427-434</td> <td>427-434</td> </tr> <tr> <td>435-442</td> <td>435-442</td> </tr> <tr> <td>443-450</td> <td>443-450</td> </tr> <tr> <td>451-458</td> <td>451-458</td> </tr> <tr> <td>505-511</td> <td>505-511</td> </tr> </table>	SE: 13-22	TE: 13-22	40-46	40-46	98-104	98-104	129-136	129-136	169-176	169-176	215-221	215-221	237-244	237-244	338-346	338-346	363-373	363-373	427-434	427-434	435-442	435-442	443-450	443-450	451-458	451-458	505-511	505-511
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MAFS.K12.MP.6.1	Attend to precision.	<p>Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. Vocabulary exercises in each lesson gives students practice with using mathematical language precisely. Reasoning exercises and Construct Arguments exercises require students to explain their thoughts in a way that promotes the practice of communicating precisely. Examples of lessons that highlight this practice are given.</p> <table border="0"> <tr> <td>SE: 5-12</td> <td>TE: 5-12</td> </tr> <tr> <td>23-30</td> <td>23-30</td> </tr> <tr> <td>91-97</td> <td>91-97</td> </tr> <tr> <td>152-159</td> <td>152-159</td> </tr> <tr> <td>199-207</td> <td>199-207</td> </tr> <tr> <td>208-214</td> <td>208-214</td> </tr> <tr> <td>271-278</td> <td>271-278</td> </tr> <tr> <td>279-287</td> <td>279-287</td> </tr> <tr> <td>413-419</td> <td>413-419</td> </tr> <tr> <td>427-434</td> <td>427-434</td> </tr> <tr> <td>443-450</td> <td>443-450</td> </tr> <tr> <td>451-458</td> <td>451-458</td> </tr> <tr> <td>490-497</td> <td>490-497</td> </tr> </table>	SE: 5-12	TE: 5-12	23-30	23-30	91-97	91-97	152-159	152-159	199-207	199-207	208-214	208-214	271-278	271-278	279-287	279-287	413-419	413-419	427-434	427-434	443-450	443-450	451-458	451-458	490-497	490-497
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MAFS.K12.MP.7.1	Look for and make use of structure.	<p>Students are encouraged to look for structure as they develop solution plans. Students engage in this practice in the Explore & Reason activity at the start of many lessons. Conceptual Understanding Examples also model this practice by leading students to discover structures within mathematics that may not be immediately apparent. Students then are able to use this practice themselves in the associated Try It! exercises. Use Structure exercises and Look for Relationships exercises throughout the program reinforce this practice. Examples of lessons that highlight this practice are given.</p> <table border="0"> <tr> <td>SE: 76-82</td> <td>TE: 76-82</td> </tr> <tr> <td>91-97</td> <td>91-97</td> </tr> <tr> <td>98-104</td> <td>98-104</td> </tr> <tr> <td>177-184</td> <td>177-184</td> </tr> <tr> <td>208-214</td> <td>208-214</td> </tr> <tr> <td>215-221</td> <td>215-221</td> </tr> <tr> <td>261-269</td> <td>261-269</td> </tr> <tr> <td>319-324</td> <td>319-324</td> </tr> <tr> <td>398-405</td> <td>398-405</td> </tr> <tr> <td>467-474</td> <td>467-474</td> </tr> </table>	SE: 76-82	TE: 76-82	91-97	91-97	98-104	98-104	177-184	177-184	208-214	208-214	215-221	215-221	261-269	261-269	319-324	319-324	398-405	398-405	467-474	467-474
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MAFS.K12.MP.8.1	Look for and express regularity in repeated reasoning.	<p>In Explore & Reason activities that begin many lessons, students are encouraged to experiment with mathematics and make generalizations based on what they observe. Conceptual Understanding Examples also give students the opportunity make generalizations based on regularity and repeated reasoning. Generalize exercises throughout the program let students use this practice on their own. Examples of lessons that highlight this practice are given.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">SE: 13-22</td> <td style="width: 50%; vertical-align: top;">TE: 13-22</td> </tr> <tr> <td>83-89</td> <td>83-89</td> </tr> <tr> <td>105-113</td> <td>105-113</td> </tr> <tr> <td>160-167</td> <td>160-167</td> </tr> <tr> <td>177-184</td> <td>177-184</td> </tr> <tr> <td>191-198</td> <td>191-198</td> </tr> <tr> <td>215-221</td> <td>215-221</td> </tr> <tr> <td>355-362</td> <td>355-362</td> </tr> <tr> <td>391-397</td> <td>391-397</td> </tr> <tr> <td>398-405</td> <td>398-405</td> </tr> <tr> <td>413-419</td> <td>413-419</td> </tr> <tr> <td>443-450</td> <td>443-450</td> </tr> </table>	SE: 13-22	TE: 13-22	83-89	83-89	105-113	105-113	160-167	160-167	177-184	177-184	191-198	191-198	215-221	215-221	355-362	355-362	391-397	391-397	398-405	398-405	413-419	413-419	443-450	443-450
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LAFS.1112.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	<p>This standard is consistently addressed in multi-step examples and exercises and Mathematical Modeling in 3 Acts activities. Some examples are listed below.</p> <table border="0"> <tr> <td>SE: 23</td> <td>TE: 23</td> </tr> <tr> <td>34</td> <td>34</td> </tr> <tr> <td>36</td> <td>36</td> </tr> <tr> <td>53</td> <td>53</td> </tr> <tr> <td>63</td> <td>63</td> </tr> <tr> <td>90</td> <td>90</td> </tr> <tr> <td>148</td> <td>148</td> </tr> <tr> <td>202</td> <td>202</td> </tr> <tr> <td>270</td> <td>270</td> </tr> <tr> <td>357</td> <td>357</td> </tr> <tr> <td>390</td> <td>390</td> </tr> <tr> <td>451</td> <td>451</td> </tr> <tr> <td>459</td> <td>459</td> </tr> <tr> <td>486</td> <td>486</td> </tr> <tr> <td>499</td> <td>499</td> </tr> </table>	SE: 23	TE: 23	34	34	36	36	53	53	63	63	90	90	148	148	202	202	270	270	357	357	390	390	451	451	459	459	486	486	499	499
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LAFS.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	<p>This standard is consistently addressed in vocabulary activities, margin notes, and exercises in most lessons. Some examples are listed below.</p> <table border="0"> <tr> <td>SE: 37</td> <td>TE: 37</td> </tr> <tr> <td>47</td> <td>47</td> </tr> <tr> <td>61</td> <td>61</td> </tr> <tr> <td>73</td> <td>73</td> </tr> <tr> <td>80</td> <td>80</td> </tr> <tr> <td>114</td> <td>114</td> </tr> <tr> <td>191</td> <td>191</td> </tr> <tr> <td>208</td> <td>208</td> </tr> <tr> <td>215</td> <td>215</td> </tr> <tr> <td>295</td> <td>295</td> </tr> <tr> <td>312</td> <td>312</td> </tr> <tr> <td>338</td> <td>338</td> </tr> <tr> <td>363</td> <td>363</td> </tr> <tr> <td>443</td> <td>443</td> </tr> <tr> <td>451</td> <td>451</td> </tr> </table>	SE: 37	TE: 37	47	47	61	61	73	73	80	80	114	114	191	191	208	208	215	215	295	295	312	312	338	338	363	363	443	443	451	451
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LAFS.1112.RST.3.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	<p>This standard is consistently addressed in Model & Discuss activities, Explore & Reason activities, Mathematical Modeling in 3 Acts activities, and enVision STEM Projects. Some examples are listed below.</p> <table border="0"> <tr> <td>SE: 53</td> <td>TE: 53</td> </tr> <tr> <td>61</td> <td>61</td> </tr> <tr> <td>91</td> <td>91</td> </tr> <tr> <td>98</td> <td>98</td> </tr> <tr> <td>114</td> <td>114</td> </tr> <tr> <td>137</td> <td>137</td> </tr> <tr> <td>169</td> <td>169</td> </tr> <tr> <td>177</td> <td>177</td> </tr> <tr> <td>222</td> <td>222</td> </tr> <tr> <td>236</td> <td>236</td> </tr> <tr> <td>237</td> <td>237</td> </tr> <tr> <td>303</td> <td>303</td> </tr> <tr> <td>391</td> <td>391</td> </tr> <tr> <td>443</td> <td>443</td> </tr> <tr> <td>490</td> <td>490</td> </tr> </table>	SE: 53	TE: 53	61	61	91	91	98	98	114	114	137	137	169	169	177	177	222	222	236	236	237	237	303	303	391	391	443	443	490	490
SE: 53	TE: 53																															
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LAFS.1112.WHST.1.1	Write arguments focused on <i>discipline-specific content</i> .	<p>This standard is consistently addressed in Critique & Explain activities, Construct Arguments exercises, and Do You Understand? exercises. Some examples are listed below.</p> <table border="0"> <tr> <td>SE: 66</td> <td>TE: 66</td> </tr> <tr> <td>81</td> <td>81</td> </tr> <tr> <td>91</td> <td>91</td> </tr> <tr> <td>125</td> <td>125</td> </tr> <tr> <td>142</td> <td>142</td> </tr> <tr> <td>183</td> <td>183</td> </tr> <tr> <td>196</td> <td>196</td> </tr> <tr> <td>227</td> <td>227</td> </tr> <tr> <td>267</td> <td>267</td> </tr> <tr> <td>290</td> <td>290</td> </tr> <tr> <td>360</td> <td>360</td> </tr> <tr> <td>379</td> <td>379</td> </tr> <tr> <td>427</td> <td>427</td> </tr> <tr> <td>451</td> <td>451</td> </tr> <tr> <td>467</td> <td>467</td> </tr> </table>	SE: 66	TE: 66	81	81	91	91	125	125	142	142	183	183	196	196	227	227	267	267	290	290	360	360	379	379	427	427	451	451	467	467
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a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	SE: 31 39 74 81 119 175 222 227 245 285 312 379 398 413 420	TE: 31 39 74 81 119 175 222 227 245 285 312 379 398 413 420

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b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.	SE: 11 91 119 141 160 174 175 197 227 228 245 360 413 423 467	TE: 11 91 119 141 160 174 175 197 227 228 245 360 413 423 467

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c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	SE: 11 74 88 103 183 227 228 267 312 361 396 413 420 498 505	TE: 11 74 88 103 183 227 228 267 312 361 396 413 420 498 505

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d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE: 11 31 57 83 96 142 160 215 219 228 290 312 379 413 505	TE: 11 31 57 83 96 142 160 215 219 228 290 312 379 413 505

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e.	Provide a concluding statement or section that follows from or supports the argument presented.	SE: 66 83 103 169 174 183 215 245 251 312 398 413 420 498 505	TE: 66 83 103 169 174 183 215 245 251 312 398 413 420 498 505

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LAFS.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>This standard is consistently addressed in Critique & Explain activities, Critique Reasoning exercises, and Construct Arguments exercises. Some examples are listed below.</p> <table border="0"> <tr> <td>SE: 44</td> <td>TE: 44</td> </tr> <tr> <td>87</td> <td>87</td> </tr> <tr> <td>134</td> <td>134</td> </tr> <tr> <td>163</td> <td>163</td> </tr> <tr> <td>182</td> <td>182</td> </tr> <tr> <td>199</td> <td>199</td> </tr> <tr> <td>222</td> <td>222</td> </tr> <tr> <td>299</td> <td>299</td> </tr> <tr> <td>374</td> <td>374</td> </tr> <tr> <td>424</td> <td>424</td> </tr> <tr> <td>479</td> <td>479</td> </tr> <tr> <td>510</td> <td>510</td> </tr> </table>	SE: 44	TE: 44	87	87	134	134	163	163	182	182	199	199	222	222	299	299	374	374	424	424	479	479	510	510
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LAFS.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.	<p>This standard is consistently addressed in enVision STEM Projects, Mathematical Modeling in 3 Acts activities, and numerous examples and exercises throughout the book. Some examples are listed below.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">SE: 4</td> <td style="width: 50%;">TE: 4</td> </tr> <tr> <td>53</td> <td>53</td> </tr> <tr> <td>60</td> <td>60</td> </tr> <tr> <td>90</td> <td>90</td> </tr> <tr> <td>128</td> <td>128</td> </tr> <tr> <td>168</td> <td>168</td> </tr> <tr> <td>190</td> <td>190</td> </tr> <tr> <td>230</td> <td>230</td> </tr> <tr> <td>236</td> <td>236</td> </tr> <tr> <td>270</td> <td>270</td> </tr> <tr> <td>294</td> <td>294</td> </tr> <tr> <td>311</td> <td>311</td> </tr> <tr> <td>354</td> <td>354</td> </tr> <tr> <td>390</td> <td>390</td> </tr> <tr> <td>412</td> <td>412</td> </tr> <tr> <td>466</td> <td>466</td> </tr> <tr> <td>482</td> <td>482</td> </tr> </table>	SE: 4	TE: 4	53	53	60	60	90	90	128	128	168	168	190	190	230	230	236	236	270	270	294	294	311	311	354	354	390	390	412	412	466	466	482	482
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LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	<p>This standard is consistently addressed in Explore & Reason activities, Critique & Explain activities, Model & Discuss activities, and Communicate Precisely exercises. Some examples are listed below.</p> <table border="0"> <tr> <td>SE: 23</td> <td>TE: 23</td> </tr> <tr> <td>31</td> <td>31</td> </tr> <tr> <td>76</td> <td>76</td> </tr> <tr> <td>177</td> <td>177</td> </tr> <tr> <td>191</td> <td>191</td> </tr> <tr> <td>215</td> <td>215</td> </tr> <tr> <td>222</td> <td>222</td> </tr> <tr> <td>245</td> <td>245</td> </tr> <tr> <td>295</td> <td>295</td> </tr> <tr> <td>355</td> <td>355</td> </tr> <tr> <td>363</td> <td>363</td> </tr> <tr> <td>381</td> <td>381</td> </tr> <tr> <td>420</td> <td>420</td> </tr> <tr> <td>435</td> <td>435</td> </tr> <tr> <td>498</td> <td>498</td> </tr> </table>	SE: 23	TE: 23	31	31	76	76	177	177	191	191	215	215	222	222	245	245	295	295	355	355	363	363	381	381	420	420	435	435	498	498
SE: 23	TE: 23																															
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a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	SE: 23 61 129 152 169 208 271 303 319 331 381 420 427 443 498	TE: 23 61 129 152 169 208 271 303 319 331 381 420 427 443 498

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b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	SE: 13 23 31 40 47 137 152 253 271 303 312 319 413 467 505	TE: 13 23 31 40 47 137 152 253 271 303 312 319 413 467 505

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c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions	SE: 47 76 83 91 98 129 177 245 312 325 373 413 427 435 490	TE: 47 76 83 91 98 129 177 245 312 325 373 413 427 435 490

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d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	SE: 5 23 61 68 137 144 160 199 215 261 319 331 338 363 451	TE: 5 23 61 68 137 144 160 199 215 261 319 331 338 363 451

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LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<p>This standard is consistently addressed in enVision STEM Projects, Mathematical Modeling in 3 Acts activities, and numerous examples and exercises throughout the book. Some examples are listed below.</p> <table border="0"> <tr> <td>SE: 4</td> <td>TE: 4</td> </tr> <tr> <td>53</td> <td>53</td> </tr> <tr> <td>60</td> <td>60</td> </tr> <tr> <td>90</td> <td>90</td> </tr> <tr> <td>128</td> <td>128</td> </tr> <tr> <td>168</td> <td>168</td> </tr> <tr> <td>190</td> <td>190</td> </tr> <tr> <td>270</td> <td>270</td> </tr> <tr> <td>294</td> <td>294</td> </tr> <tr> <td>311</td> <td>311</td> </tr> <tr> <td>354</td> <td>354</td> </tr> <tr> <td>390</td> <td>390</td> </tr> <tr> <td>412</td> <td>412</td> </tr> <tr> <td>459</td> <td>459</td> </tr> <tr> <td>466</td> <td>466</td> </tr> <tr> <td>482</td> <td>482</td> </tr> </table>	SE: 4	TE: 4	53	53	60	60	90	90	128	128	168	168	190	190	270	270	294	294	311	311	354	354	390	390	412	412	459	459	466	466	482	482
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LAFS.910.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<p>This standard is consistently addressed in Critique & Explain activities, Critique Reasoning exercises, and Error Analysis exercises. Some examples are listed below.</p> <table border="0"> <tr> <td>SE: 31</td> <td>TE: 31</td> </tr> <tr> <td>68</td> <td>68</td> </tr> <tr> <td>169</td> <td>169</td> </tr> <tr> <td>215</td> <td>215</td> </tr> <tr> <td>222</td> <td>222</td> </tr> <tr> <td>245</td> <td>245</td> </tr> <tr> <td>312</td> <td>312</td> </tr> <tr> <td>398</td> <td>398</td> </tr> <tr> <td>427</td> <td>427</td> </tr> <tr> <td>505</td> <td>505</td> </tr> </table>	SE: 31	TE: 31	68	68	169	169	215	215	222	222	245	245	312	312	398	398	427	427	505	505
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LAFS.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<p>This standard is consistently addressed in Critique & Explain activities, Critique Reasoning exercises, and Construct Arguments exercises. Some examples are listed below.</p> <table border="0"> <tr> <td>SE: 5</td> <td>TE: 5</td> </tr> <tr> <td>23</td> <td>23</td> </tr> <tr> <td>40</td> <td>40</td> </tr> <tr> <td>74</td> <td>74</td> </tr> <tr> <td>83</td> <td>83</td> </tr> <tr> <td>114</td> <td>114</td> </tr> <tr> <td>137</td> <td>137</td> </tr> <tr> <td>141</td> <td>141</td> </tr> <tr> <td>160</td> <td>160</td> </tr> <tr> <td>191</td> <td>191</td> </tr> <tr> <td>271</td> <td>271</td> </tr> <tr> <td>331</td> <td>331</td> </tr> <tr> <td>413</td> <td>413</td> </tr> <tr> <td>443</td> <td>443</td> </tr> <tr> <td>490</td> <td>490</td> </tr> </table>	SE: 5	TE: 5	23	23	40	40	74	74	83	83	114	114	137	137	141	141	160	160	191	191	271	271	331	331	413	413	443	443	490	490
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ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	<p>This standard is consistently addressed in Explore & Reason activities, Construct Arguments exercises, and Do You Understand? exercises. Some examples are listed below.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">SE: 137</td> <td style="width: 50%;">TE: 137</td> </tr> <tr> <td>142</td> <td>142</td> </tr> <tr> <td>243</td> <td>243</td> </tr> <tr> <td>237</td> <td>237</td> </tr> <tr> <td>279</td> <td>279</td> </tr> <tr> <td>363</td> <td>363</td> </tr> <tr> <td>371</td> <td>371</td> </tr> <tr> <td>413</td> <td>413</td> </tr> <tr> <td>427</td> <td>427</td> </tr> <tr> <td>475</td> <td>475</td> </tr> <tr> <td>487</td> <td>487</td> </tr> </table>	SE: 137	TE: 137	142	142	243	243	237	237	279	279	363	363	371	371	413	413	427	427	475	475	487	487
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ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	<p>This standard is consistently addressed in Model & Discuss activities and discussion prompts and activities in the Teacher's Edition. Some examples are listed below.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">SE: 23</td> <td style="width: 50%;">TE: 23</td> </tr> <tr> <td>40</td> <td>40</td> </tr> <tr> <td>160</td> <td>160</td> </tr> <tr> <td>191</td> <td>191</td> </tr> <tr> <td>271</td> <td>271</td> </tr> <tr> <td>331</td> <td>331</td> </tr> <tr> <td>443</td> <td>443</td> </tr> <tr> <td>490</td> <td>490</td> </tr> </table>	SE: 23	TE: 23	40	40	160	160	191	191	271	271	331	331	443	443	490	490						
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